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ABSTRACT

The purpose of this research was to discover which components of minority recruitment efforts are practiced by schools of information and library science, and to find out whether students have felt the impact of these efforts. This study also aims to discover whether the reasons for attending a particular school differ between minority and white students. The study was composed of two parts: first, a survey of library school deans and directors, and secondly, a survey of students. The deans and directors survey was a list of 25 possible minority recruitment methods to which the respondents indicated usage within the past two years. At the conclusion of the survey, deans were invited to share successful strategies which were not included on the survey and details about recruitment programs initiated within their schools. On the student survey, students were asked to choose which factors from a list of 30 were influential in their decision to attend the school at which they were presently enrolled. Students were asked to identify their minority group, and asked to choose one factor as the most important factor in school choice. Examples are given of the three types of strategies into which options on the student surveys can be divided: (1) those that can be affected by the school; (2) those which may or may not be controllable by the school; and (3) those completely out of its control. Thirty-six percent of the top 10 reasons students chose a particular school were outside the control of the school, and 36 percent were within its control. Reputation of the school, chosen by 20 of the 95 responding students, was identified as the most important reason influencing school choice, followed by geographic location (16) and scholarship availability (12). The most often used recruitment method as reported by surveyed deans was seeking government funds for scholarships (89%). A majority of the schools (84%) have developed a minority recruitment plan. Three tables illustrate findings on major reasons minority students chose their school, reasons why students (minority and non-minority) chose their school, and methods used to recruit minority students. (Contains 29 references.) (MAS)

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MINORITY RECRUITMENT IN SCHOOLS OF INFORMATION AND LIBRARY SCIENCE: THE METHODS USED AND THE REASONS STUDENTS CHOOSE PARTICULAR SCHOOLS

by
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A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
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TABLE OF CONTENTS

Introduction.....1

Literature Review.....7

Methodology.....25

Results.....30

Conclusion.....40

INTRODUCTION

The importance of recruitment of new professionals to librarianship can be viewed from an individual, an institutional, or a professional perspective. A librarian may want others to experience his/her career satisfaction. A library may need personnel to fill professional positions. The library profession, like all professions, is engaged in a continual process of perpetuating itself.

Rosemary Ruhig Du Mont (1988) provides examples of the reasons concerned factions use to explain why recruitment to librarianship is necessary. These reasons range from keeping library school programs viable to training professionals for positions where there are applicant shortages (p. 90). She argues that the library profession is not questioning itself in enough depth to determine whether it is truly a field worthy of recruitment efforts. The future information needs of our changing society, information processing and retrieval, and librarians' role in both of these areas are not being considered with the intensity Du Mont feels they deserve. Du Mont asks the following questions: Are the skills learned for an Master's Degree in Library Science (M.L.S.) relevant in the

exploding world of information? Are the recruitment efforts used by schools of information and library science sufficient to attract the types of persons needed in the profession? What is a librarian?

One section of Du Mont's critical assessment of the nature of recruiting refers to the challenge of recruiting minority students to a profession which itself is so full of unanswered questions. She says,

> Many institutions launched programs for recruiting minorities...with little or no thought of the resources required to *attract* and *maintain* (emphasis added) minorities in predominantly white graduate programs (p. 91).

These schools often did not realize that additional funds would be necessary to meet the needs of new students (p. 91).

Once the weighty question of why the profession should recruit is answered, the next logical question might be whom to recruit. The population of America is changing as minorities become a larger proportion. Minorities, for the purpose of this study, are African-Americans, Latinos/Hispanics, Native Americans, and Asian-American/Pacific Islanders. In less than seven years, one-third of the people in the United States will be members of one of these four groups (Echavarria, 1990, p. 962).

The rationale for recruiting minorities into librarianship can be based on professional, ethical, moral, numerical, and cultural grounds. The American Library

Association, in Addressing Ethnic and Cultural Diversity, has a number of policies concerning minorities (pp. 16-32). One of the policy objectives of the Minority Concerns Policy states the American Library Association (ALA) will promote full funding for programs which support minority education and training and seek alternative funds for scholarships, fellowships, and assistantships to encourage the recruitment of minorities to librarianship (16). Although the other objectives focus on minority communities and opportunites for minority librarians, they seek to promote respect for minorities in every aspect of librarianship. Members of ALA would be expected to uphold these objectives.

Abdullahi believes schools of library and information science should recruit so the profession reflects the racial characteristics of America as a response to the efforts of ALA, and because there is a need for library education among minority students (p. 308). He does not divulge the origin of this need, but affirms that schools should develop recruitment plans to meet the need.

The Minority Internship/Scholarship in Library and Information Science (MILIS), at the State University of New York at Stony Brook, grew out of that institution's concern that there be minority graduate students to become the faculty members of the future (Kendrick et al., 1990). The program is a partnership between the State University of New York (SUNY) at Stony Brook and SUNY at Albany's Graduate

School of Information Science and Policy. Noting the decrease in the number of black graduate students, the school directed its energies into aggressive recruiting and retention actions. MILIS is a program designed to meet the intellectual, emotional, and financial needs of its minority interns.

Many authors cite demographics as their reason for encouraging minority recruitment. The racial composition of the United States is shifting towards a greater proportion of minorities. Randall (1988), Abdullahi (1992), and others feel that there should be the same proportion of librarians of color within the profession as is found in the general population (p. 12; p. 308).

Lenox (1991) takes the stance that black librarians are able to educate blacks and others about truths in African-American history. The history of African-Americans did not begin with slavery, and there are too few people in society with the knowledge and determination to educate others about black history. Black librarians can make sure accurate sources describing the concerns and experiences of black people are in the library and accessible to all. Lenox's assumption can be expanded to include other minorities as well. Lenox draws attention to the nurturing role black librarians play in their communities to those who need assistance. (Note: It should not to be taken as an absolute that black librarians will act in this manner or that non-

minority librarians will not). Knowles and Jolivet (1991) agree that the profession needs librarians of color "who will be prepared to work with new and diverse populations" (p. 189).

Along similar lines, Lam (1988) lamented the limited amount of information published on the intercultural aspects of the reference interview. There are mannerisms, behaviors, and beliefs particular to each cultural group that may impede intercultural interaction. A great deal of genuine understanding must be learned by librarians of ethnicities differing from that of their patrons to ensure a successful reference interview. From this we can surmise that minority librarians may be able to communicate more effectively, verbally and nonverbally, to members of their own group. This means there is less confusion in the exchange of information.

Purpose

The purpose of this research is to find out which of the components of minority recruitment efforts are practiced by schools of information and library science, and to find out whether students have felt the impact of these efforts. Barbara I. Dewey (1985) studied the decision-making process of students who enrolled in the Indiana University School of Library and Information Science (SLIS) from 1981 to 1983. Her survey asked how students were made aware of SLIS, why

they chose SLIS, and other schools to which they applied.

Dewey found most students learned about SLIS through a librarian or a SLIS graduate. The top five reasons for selecting SLIS were reputation of the school, in-state tuition, living in Bloomington, offer of financial aid, and residing within commuting distance. Most students did not apply to other graduate programs or library schools. Dewey concluded that the reputation of the school and its geographic location were the most important reasons for choosing SLIS once students decided to attend library school. Dewey's study did not include information on the race of participating students. It would be interesting to discover whether the reasons differ between minority and white students for attending particular schools. This study will provide the answer to this question, as well as show what schools are doing to recruit minority students. Further analysis will determine whether the **concerted** efforts of the schools are influential in the students' decision to enroll.

LITERATURE REVIEW

There are many recent articles and book chapters on the topic of recruitment of minorities to librarianship. Advocates have written extensively about their hopes that the profession will become representative in numbers of minority librarians. The composition of the American population is changing rapidly as minority groups increase in number and in fact are now the majority groups in some cities. Librarianship faces a difficult challenge in its quest for representative diversity.

The literature on the topic can generally be divided into two categories: the first provides suggestions and the second describes programs. The majority of the articles begin with demographic information. Statistics detailing the increase of African Americans, Native Americans, Latinos, and Asian Americans in the American population, and the declining number of minorities in librarianship are the usual types of demographics.

The gains of the 1970s have been lost for most minority groups, according to Jimmy R. Applegate and Michael L. Henniger (1991). They chronicle the factors that have led to a shortage in the proportion of minority students in

higher education in their article, "Recruiting Minority Students: A Priority for the 1990s." A growing number of minorities are not exposed to the education that would prepare them for matriculation into college. Asian American students are the only group that has made educational gains. Of those minority students who attend college, many attend community colleges. Those who reach institutions of higher education often have to overcome problems of insufficient educational preparation, poverty, health, and an absence of role models.

Lorene B. Brown (1992) puts the dearth of minority librarians in perspective as she compares statistics in three populations: the United States, graduate and professional school, and schools of information and library science. In "Student Admission and Multicultural Recruitment," she examines the implications of an America moving towards a population that will be 30% minority by the year 2000. This country will need minority librarians to serve burgeoning communities, yet the profession has never had proportional representation of minorities within the ranks. Brown calculated the percentages of minorities in librarianship from 1978 to 1988 and found a sizeable decline. The percentages of minorities in schools of information and library science do not approach the percentages of minorities in the United States population, or even the percentages of minorities in graduate and

professional schools, which is smaller. Brown proposes that library schools direct their efforts to states and regions that have a higher percentage of one or more minority groups to increase diversity. Targeting geographic areas with concentrations of minorities will increase the pool from which schools draw their students.

Auld (1990) designates minority recruitment as one of his "Seven Imperatives for Library Education." He believes the profession should reflect the diversity of the population, which has not been the case in librarianship. There are few minority students and fewer minority faculty. He mentions some suggested recruitment efforts, including schools examining their attitude towards minority recruitment. Auld poses a probing question library schools should ponder in evaluating their level of commitment. Auld asks, "While a minority person may be welcomed as a photo opportunity for the new catalog, is she/he equally welcomed as a peer and afforded significant opportunities for friendship and social and professional interaction?" Is commitment sincere or superficial?

Minority library support staff, young people and students with bachelor's degrees are the three groups Ann Knight Randall (1988) suggests libraries recruit into the profession. ALA is committed to correcting the profession's racial inequity with the cooperation of librarians, persons in higher education, and the private sector (p. 21).

Recruitment is an activity all librarians can be involved with, directly or indirectly. Direct activity includes talking to any potential recruits, introducing librarianship as a career option. Group efforts, such as lobbying for increased salaries, and individual efforts, such as learning to appreciate cultural differences, have a place in the realm of recruitment.

Randall describes why it is so difficult to recruit minorities in her article, "Minority Recruitment in Librarianship." Although the nation's population of minorities is increasing markedly, the proportion of minority students graduating from high school and college is decreasing. In addition, the number of role models, minority teachers and librarians at the college level, is declining. The lack of role models, decreases in federal aid to education, scholarships, and programs to prepare the disadvantaged for higher education, and inconsistencies in the quality of education each child is receiving mean fewer minority students are receiving undergraduate degrees, thus reducing the pool of potential applicants to library school. Institutionalized and individual racism has had varying effects on the educational attainment of members of each minority group.

Once minority students decide to become librarians, they are often thwarted by a lack of financial aid. Another barrier is curricula that do not address the concerns of

minority people. These issues must be dealt with by the schools, professional organizations, and libraries. Randall offers aggressive promotion of librarianship to overcome barriers such as geographic location and creating an awareness of the possibilities available within the profession to overcome hindrances such as salary expectations. The article concludes with a list of suggested recruitment tactics.

Josey (1989) begins his article, "Minority Representation in Library and Information Science Programs," by indicating that an increase in minority librarians is needed in order to serve increasing minority populations. The strategies outlined were directed towards New York. Minorities will comprise one-third of its population by the year 2000. Minority librarians are not being trained in representative numbers, and it will take a concerted effort to provide personnel.

According to Josey, awareness of the profession is a key to recruitment. Many people do not know about the intricacies of librarianship, and never consider it as a career. Josey gives eight methods that increase awareness, such as contacting minority organizations, working with Black Studies faculty, and asking minority alumni for their help. Because many minority students need financial assistance for continuing education, ideas for finding private, government, and institutional funding are listed.

Increasing faculty sensitivity to minority issues is just one of the retention strategies Josey suggests.

In 1988, Em Claire Knowles (1990) became the assistant dean of the Graduate School of Library and Information Science at Simmons College, responsible for recruitment, along with other duties. In "How to Attract Ethnic Minorities to the Profession," she repeats many of the recruitment efforts presented in other articles. According to Knowles, networking is a key recruitment effort. Schools can contact those in communities and other libraries who may know of potential librarians. She stresses mentoring as an element of a successful program of recruitment.

Librarians of color can be role models to inspire and convince others of the satisfaction librarianship can give. The variety of options available within the field of librarianship is a strong point to emphasize in recruiting; so it is important to expand the circle of recruiters to include librarians of color occupying positions in specialized fields in addition to more traditional librarians. Knowles feels that increased salaries would help attract minorities. Lastly, Knowles reminds readers that their commitment to diversity is crucial to recruiting minority librarians.

Myers (1991) suggests that the profession look to paraprofessional staff as recruits as there are minority staff working as paraprofessionals in many libraries and

information settings. Her chapter in Educating Black Librarians was based on a study by Katherine Heim and William Moen entitled "Occupational Entry: Library School Attitudes, Demographics and Aspirations Survey." The survey found that minorities were more likely than the overall population to want to become librarians after working in libraries. This group has been identified as a target for recruitment efforts. The study asked minority students what attracted them to the profession. According to the results of this study emphasis on the management and technological aspects of librarianship will attract minority students.

Wright (1991) is a proponent of cooperation among libraries. In her article, "Recruitment and Retention of Minorities in Academic Libraries: A Plan of Action for the 1990s," Wright stresses the importance of academic libraries and librarians cooperating with other academic departments to find recruits.

The Wright article echoes the sentiments of many others in its assertion that the profession looks more attractive when seen in the light and lives of committed professionals. The primary objective of the article is recruiting for academic librarianship, but it includes recruiting methods for general librarianship as well. Wright feels it is the responsibility of librarians, libraries, and library schools to explore every avenue for possible recruits. Through networking, connections can be made between academic

libraries and departments to identify recruits. Wright also says recruiting in high schools as well as universities can reach students who have not decided on a career path.

Mary F. Lenox (1991), in "Educating the Black Librarian and Information Professional for Leadership in the Twenty-first Century," gives instructions about how programs can nurture professionals by having a curriculum that addresses the diversity of the population (pp. 48-49). Her points are not directly applicable to recruitment, but useful for speculation about what skills will be needed in the future by information-providing professionals. She challenges black librarians to garner strength from their culture and history, and make the library "the intellectual center of the community." (p. 47). The library curriculum should teach minority librarians to serve diverse communities, endowing students with management and leadership skills.

Ismail Abdullahi (1992) states library schools "refuse to recruit more minority students and minority faculty" in his article, "Recruitment and Mentoring of Minority Students" (p. 307). He bases his claim on the lack of library educational institutional policies written in the past 20 years to improve the state of minority recruitment and coursework that may not respond to minority needs. The author shares the elements of a comprehensive minority recruitment plan (many of his ideas were used as items on the school survey). According to Abdullahi, complete plan

consists of the development of a well-defined strategy for recruiting, awareness programs, funding programs, and support services. Mentoring is a crucial component of a comprehensive plan to ensure minority students complete their program. Abdullahi lists six goals for mentors, such as being understanding and patient (p. 310).

Minority Recruitment and Retention in ARL Libraries (1990) is a collection of documents on the topic of minority recruitment and retention in the profession and on the staff of ARL libraries. The recruitment strategies range from internships and financial assistance while in school to internships after graduation. The documents give full details of the programs, from the institutional rationale for developing them through implementation. Success rates are not included. The volume includes a contact list compiled by the California State Library of ethnic library organizations and black colleges and universities (pp. 43-52). Of note in the introduction is a statement that some respondents said "minority librarians did more for improving applicant pools and attracting minority candidates than any other single activity" (p. [i]).

Each One Reach One: Recruiting for the Profession (1989) is a complete collection of recruitment strategies to be used in every area of librarianship. The handbook suggests both tested and untested methods. Responses to a survey asking why librarians had chosen the profession

showed which methods of recruitment had been most successful. A worksheet for planning recruitment methods is included. Although the handbook is for general recruiting to librarianship, there is brief mention of minority recruitment (pp. 32-33). These strategies do not differ from those for general recruitment, other than an emphasis on financial assistance, cultural awareness, and contacting minority community members to identify recruits.

Specific Programs

A few schools have accepted the challenge of actively recruiting from a declining applicant pool and developing plans to meet the financial, social, and cultural needs of recruits. Two programs, the State University of New York at Stony Brook (SUNY-Stony Brook) Minority Internship/Scholarship in Library and Information Science (described below by Curtis Kendrick and his colleagues) and the Graduate School of Library and Information Science at the University of California at Los Angeles and REFORMA collaborative mentorship program, are briefly described in "Recruiting the Underrepresented: Collaborative Efforts Between Library Educators and Library Practitioners." Knowles and Jolivet (1991) state, "Librarians of color are crucial to the provision of services in communities where knowledge of the language, the values, and the cultural heritage of the growing racial and ethnic community

communities is imperative" (p. 189). They state that it will take a valiant effort to recruit minority students to library school in light of the decline in the numbers of minorities graduating from college.

Recruitment efforts by schools of library science can take place both within and outside the classroom. In addition to giving examples of ways schools can recruit through publicity, cooperative efforts with libraries, and soliciting funding, the authors recommend that the curriculum reflect the training students will need to serve minority communities. Since an important outcome of recruiting efforts must be students who graduate, merely recruiting minorities is not enough. Support systems must be in place to retain students to graduation.

The "Minority Internship/Scholarship in Library and Information Science" (MILIS), mentioned above in Knowles and Jolivet, is described fully in an article by Kendrick et al. (1990). Librarians at the State University of New York (SUNY) at Stony Brook developed the program to recruit minority undergraduates to librarianship. A partnership was formed between SUNY-Stony Brook and SUNY-Albany's Graduate School of Information Science and Policy. The institutions wanted to take a leadership role in preparing minority librarians to work with the changing American population.

Brochures and applications were designed and distributed to minority organizations, libraries, university

offices, and library associations. Applicants were subject to highly competitive selection criteria. Once interns were selected, they spent a semester each in both cataloguing and reference. The internships were well-designed, full of useful activities, and paid a rate that was higher than normal for student assistants.

The first intern worked in the library in the 1989-1990 academic year. She requested an additional internship in the music library. Mentoring was an important component of the program, and the intern's mentor helped her choose library schools (the intern does not have to apply to SUNY-Albany).

SUNY-Stony Brook and SUNY-Albany are convinced that other schools using MILIS as an example will further the cause of minority recruitment (p. 971). Providing financial aid for the intern during the internship and library school (a full scholarship if the student was accepted to SUNY at Albany), institutional funding support (though the authors say the program is inexpensive to implement), staff support and participation, and commitment to recruiting minorities to the profession are vital to reproducing the success of MILIS.

The development and progression of the California Library School Recruitment Project is described in "Meeting the Need for Librarians: The California Library School Recruitment Project," by Scarborough and Nyhan (1988). The

program, initiated by the California State Library, was a statewide project implemented in part to address the need for more minority librarians as the state's minority population was rapidly increasing. The project was also expected to help meet the demand for more specialists, such as catalogers. Recruitment training was given to California library schools, all types of librarians, and minority group members. Public, academic, and special libraries were surveyed to determine the number of minorities, current salaries, the types of librarians in each setting (children's, bilingual, technical services, ethnic studies), and the anticipated number of available positions in the future.

The results of the survey were used to focus efforts to "counter the ethnic brain drain," or the lack of minority librarians (p. 49). Printed materials were designed for recruiters. Brochures highlighting the types of librarianship were given to potential librarians. A handbook was compiled for training sessions. Training librarians to recruit more librarians was recommended because librarians have the first-hand knowledge necessary to convince others of the value of a library school degree (p. 49).

California is leading the way in programs to recruit minority librarians. As implied by the title, "Mentor Program to Recruit Hispanics to Librarianship Grows at

UCLA," the mentorship program at the University of California at Los Angeles (UCLA), also mentioned in Knowles and Jolivet, is making strides in recruiting Hispanics to librarianship (DeCandido, 1988, p. 108). Mentors from REFORMA, the National Association to Promote Library Services to the Spanish-Speaking, are role models who help students find out about different aspects of librarianship and guide them through the application process (p. 108). There are dozens of mentor/mentee relationships each year. Mentees are expected to be in their final year of undergraduate school and committed to serving Spanish-speaking communities. It is not apparent from the article how structured the program is, but the value is undeniable, judging from comments by participants.

There is some information in the literature describing minority recruitment programs, but very little about their successes or failures. Tami Echiaverria's (1990) description of the Undergraduate Student Internship Program (USIP) at the University of California, San Diego shows it has many of the components of MILIS. Institutional support and a commitment to recruiting minorities to librarianship were key components in the development of USIP, which began in 1989-90. Four minority student assistants were invited to participate in the program. They attended sessions once a week to learn about various aspects of librarianship, such as reference, technical services, and nontraditional work.

Hours in sessions were counted as work hours. Mentoring was an important part of the program.

Three of the four students in the first class considered librarianship as a career, and the fourth took a paraprofessional position in a library. One was accepted to library school. One prepared to apply to library school and the last planned to apply in her senior year. The program increased to eight students during the 1990-91 school year. For a relatively low cost, measured in terms of money and staff time, the program is drawing students to the profession at a commendable rate (964). Echaverria says USIP and similar programs, are not meant to be the only efforts made, but they are definitely important ones.

The California Librarians Black Caucus of Greater Los Angeles (CLBC) and the Graduate School of Library and Information Science (GSLIS) at UCLA have formed a coalition to recruit and mentor students (Recruitment and mentoring..., 1990, p. 650). In a program described as "aggressive" the Mentor Program wants to increase awareness of the profession, recruit African-Americans to librarianship, and enlist the aid of library personnel to recruit, retain, and mentor students. A Library Services Construction Act grant of $27,000 partially funds the program.

Mentors are trained and given a handbook explaining

mentoring during workshops. Other library professionals attended sessions explaining how they can join the efforts of CLBC and GSLIS. There were 13 pairs of mentors and "proteges" as of 1991. The details of the program's implementation were not included, but the goals are clear. Mentees are being recruited to meet the information needs of the African-American community which will need "skilled librarians who understand their concerns to assist them in assessing that information," according to Eric Brasley, consultant for the project (p. 650).

A program to increase minority recruitment has been instituted at the University of Maryland. William D. Cunningham (1989), of the University of Maryland College of Library and Information Services (CLIS), introduced the program by describing the dual-degree programs in history and geography that are attainable with a CLIS master's degree. Following an historical overview of minority recruitment in the library field, he told of the Urban Library Institute at Maryland, which used "the project's appeal to the social consciousness of a candidate...use of information as a change agent in behalf of a community" as a recruitment strategy (p. 4). The Institute was a example of combining targeted recruitment with funding to attract

minorities. The University of Maryland has a formal, written commitment and a numerical goal to increase the number of minority graduate students.

CLIS recruits paraprofessional staff in libraries in Maryland, Virginia, and Washington, D.C. because of a belief that the largest pool of candidates is in the workplace (p. 9). The school has a formal network of minority alumni to recruit, which has been their best means of recruiting (p. 6). Minority students are given priority for financial aid, thus meeting a crucial need for many students. Funding is sought through government awards, internships in local libraries, and joint-funded fellowships with libraries. The development of brochures and other materials highlighting the potential for success is another effort in Maryland's recruitment strategy. Networking with libraries, identifying mentors, and campus visits complete the list of recruitment activities.

There is a great deal of information about the current status of minorities in schools of information and library science. Suggested recruitment methods abound in professional journals and monographs. Descriptions of special programs sponsored by schools and collaborative efforts by libraries are described in a number of works. But there is a dearth of information examining whether the suggestions work, or whether the programs are successful. Until the individuals attempting to recruit minorities are

able to learn the relative success or failure of each of these suggested methods, both time and money will be wasted in fruitless recruitment efforts. If the profession wants to become more culturally diverse, it is important to distinguish the techniques that work. That is the purpose of the present research.

METHODOLOGY

The purpose of the research was to find out whether there was a connection between what schools of information and library science are doing to recruit minority students and the factors influencing minority students in their decision to attend particular schools. There are a number of experts recommending methods to attract minority students, and a few accounts chronicling efforts at individual library schools to attract minority students. However, information is needed from the students' perspective as well as from the schools'. In order to measure their recruitment success library educators need to know whether minorities are attracted by their efforts or because of other elements out of the control of the school. The best way to know is to ask the students. Therefore, this study was composed of two parts; the first, a survey of library school deans and directors, and the second, a survey of students.

The deans and directors survey (See Appendix A) is a list comprised of possible recruitment methods. It began with the question, "Within the last 2 academic years, have you:," followed by a list of 25 possible minority

recruitment strategies. The list was based on special programs, and recommendations, such as those in Each One Teach One, and articles by Abdullahi (1992), Josey (1989), Kendrick et al. (1990), Knowles (1990), Knowles and Jolivet (1991), and Wright (1991). The directions instructed deans to circle an answer of "yes" or "no" beside each strategy. The list was followed by three quantitative questions. Although minority-specific scholarships were threatened during the Bush administration, one question was asked about the number of minority-specific scholarships awarded. The other two questions asked the number of minority students enrolled in the program, and the number of minority faculty. At the conclusion of the survey, deans were invited to share successful strategies not included on the survey and details about recruitment programs initiated within their school.

The student survey (See Appendix B) list was based on articles, such as William Moen's (1988) "Library and Information Science Student Attitudes, Demographics and Aspirations Survey: Who We Are and Why We Are Here" and the experience of the researcher. Because the researcher was attempting to discover why students chose a particular school to attend rather than why students chose librarianship as a career, the literature reviewed only offered hints of what schools are doing to recruit minorities. Those schools with special programs, such as the Undergraduate Student Internship Program (USIP) at the

University of California, San Diego, and Multicultural Internship/Library Education Scholarship (MILES) at State University of New York at Albany offer the most information about why students might choose their programs.

Students were asked to choose which factors from a list of 30 items were influential in their decision to attend the school where they are presently enrolled. Following the list was a section asking students to identify themselves as a member of one of the four designated minority groups or "other." Lastly, the minority students were asked to choose one factor from the list, or give an answer not on the list, as the most important factor(s) in their school choice.

Since there is no existing list of minority students enrolled in schools of library and information science, all of the surveys were mailed to the 51 American Library Association accredited library schools in the United States and Puerto Rico on March 6, 1993. The deans or directors were asked to distribute student surveys and envelopes to minority students in their program. Five surveys were sent to most schools; ten were sent to North Carolina Central University, University of Puerto Rico, and Atlanta University since they generally have a greater number of minority students. An accurate count of minority students was not available for this year, although the Association for Library and Information Science Education Library and Information Science Educational Statistical Report for 1990

was used to get an estimate. The researcher expected deans to make photocopies of surveys if more were needed, or to call for additional copies. All minority students were to get surveys, and a few deans called for more copies of the survey. Separate envelopes for each student survey were included for confidentiality because the researcher requested all surveys to be returned together, both the school's and students' responses.

Schools were given approximately one month to return the school and student surveys. The original deadline was April 1, 1993. Follow-up letters were mailed on April 3, 1993, due to the small number of responses (29%).

Responses were received from 27 of the 51 schools of information and library science, resulting in a response rate of 53%. Unfortunately, however, not all the responses were complete. There were four groups of responses. The first group were non-participants. Three schools responded that they had decided not to participate and hence did not complete the school survey or distribute the student surveys. The second group consisted of student respondents in five schools which did not return school surveys. The third group was composed of five schools which returned completed school surveys without student surveys. The remaining fourteen sent school and student surveys back. Of the schools that were sent surveys, 47% returned completed surveys. Thirty-seven percent (19) of the deans and

directors returned the completed surveys, and surveys were received from students in 37% of the schools, though there were five sets of both surveys that came from schools and students unaccompanied by their corresponding surveys.

It is difficult to calculate the percentage of responses from students. Responses were received from ninety-four (94) students, including two students who indicated membership in the "other" category of minority groups. This number represents 42% of the total number of minority students reported as enrolled in schools responding to the survey. It must be noted that three schools did not report the number of minority students enrolled and that the numbers may not reflect all schools with a higher than average proportion of minority students. Based on the Library and Information Science Educational Statistical Report for 1989-1990, ninety-four is a number equivalent to approximately 11% of the total number of minority students enrolled in schools of information and library science during the 1989-1990 academic year.

RESULTS

Student Survey

The options on the student surveys can be divided into three types of strategies, 1) those strategies that can be affected by the school, 2) those which may or may not be controllable by the school, and 3) those completely out of its control. For instance, the availability of tuition assistance may or may not be controllable by the school. Items such as geographic location and size of the university are outside the control of the school.

Those items which are under the control of the school include school scholarships and commitment to minority concerns. The researcher determined the following questions (paraphrased) to be within the authority of the school:

CONTROL

4) visits to high school
9) information science program
14) career opportunities
15) visits to college campus
18) part-time/evening program
20) visit to see campus
21) commitment to minority concerns
22) affirmative action statement
27) dual-degree program
28) length of program
29) minority pictures in literature

The following elements may be under the authority of the schools, depending on factors such as university policies, funding details, and the availability of eligible minority students and staff:

POSSIBLY NO CONTROL

5) size of school of library and information science
7) tuition assistance
8) scholarship
10) school reputation
11) faculty reputation
12) minority faculty
13) job opportunities
14) career opportunities
23) minority students
24) minority students of own ethnicity
25) student chapters of minority ALA organizations

Strategies which are outside the control of the school follow:

NO CONTROL

1) geographic location
2) nearness to home
3) distance from home
6) size of university
16) employed on campus
17) employed in campus library
19) suggestion of a friend
26) alma mater
30) only school applied to

The top ten reasons students chose their particular schools are listed in Table 1. Thirty-six percent (36%) of these reasons are outside of the control of the school and thirty-six percent (36%) are controllable by the school. Career opportunities, school reputation, and faculty reputation may or may not be controllable by the school. In addition, question 14, "Career opportunities after

graduation," the highest ranking reason, may indeed be in the control of the school depending on how it was interpreted. Schools cannot guarantee a student will find a job quickly upon graduation. Career opportunities may also be affected by the reputation of the school. Yet this question can also be interpreted as asking whether the school provides information for students seeking positions and internships. This can be in the form of job postings, career fairs, or information sessions on opportunities in librarianship. If interpreted in this fashion, schools do indeed have some control over this factor since they can acutally enhance the career opportunities of students. On the other hand, this factor could be considered a by-product of graduating with a professional degree; thus, it would be out of the control of the school. There is no way to determine how this question was interpreted.

Table 1

Major Reasons Minority Students Chose Their School

STRATEGY (question #)	PERCENTAGE	NUMBER OF RESPONDENTS (N=94)
1. Career opportunities (14)	80%	75
2. School reputation (10)	74%	70
3. Geographic location (1)	70%	66
4. Nearness to home (2)	67%	63
5. Information science program (9)	65%	61
6. Length of program (28)	60%	56
7. Suggestion of a friend (19)	57%	54
8. Part-time program (18); only school applied to (30)	56%	53
9. Tuition assistance (7)	52%	49
10. Faculty reputation (11)	51%	48

A few students added reasons which had not been included on the questionnaire. The following is a list of the other reasons:

-presence of minority students in the university
-presence of minority students of own ethnicity in university
-perceived university commitment to diversity
-influence of a minority library school faculty member
-resources, such as computers, online, and internet access
-law and medical libraries
-availability of courses not offered at other nearby programs
-opportunity to be an example to minority high school and college students
-gaining skills to give African American students using the library the attention they need
-mentoring by an African American instructor
-low tuition
-acceptance of students in spring semester

The most important reason influencing school choice was the reputation of the school, chosen by twenty (20) students (see Table 2). The number of important reasons ranged from none to seventeen; the first three listed were included in a total for the most important reasons because 31 (32%) chose

more than one reason. The next reason was the geographic location, chosen by sixteen students. Twelve students chose school or university scholarships, grants, or fellowships as the third important reason.

Table 2

Most Important Reasons Why Students Chose Their School

RANKINGS (Question #)	NUMBER OF RESPONDENTS (N=95)
1. School reputation (10)	20
2. Geographic location (1)	16
3. Scholarships (8)	12
4. Nearness to home (2)	10
5. Tuition assistance (7); library staff (17); part-time program (18)	7
6. Faculty reputation (11); suggestion of friend (19)	6
7. Career opportunities (14); commitmentment (21)	5
8. Information science program (9); minority faculty (12)	4
9. Length of program (28)	3
10. Distance from home (3); school size (5); visit to campus (20)	2
11. University size (6); minority students (23); minority students of own ethnicity (24); alma mater (26); minority pictures in literature (29); only school (30)	1

The majority of the respondents were African American (54%). Eighteen respondents were Latino (19%). Asian American students constituted 18% of the total. Native Americans were 2% of the respondents. Four percent (4%) of the respondents categorized themselves as "other," while 2 (2%) did not choose a racial category. The survey was intended for minority students who are American citizens. Therefore, students who identified themselves as foreign or white were not included.

Deans and Directors Survey

The results of the responses of the deans and directors indicate that all of the options on the school survey were used by at least one school. The ranking of methods used is listed in Table 3.

Table 3

Methods Used by Schools to Recruit Minority Students

STRATEGY (question #)	PERCENTAGE	NUMBER OF RESPONDENTS (N=19)
1. Government funds (1)	89%	17
2. Plan for recruitment (3); considered other factors (23)	84%	16
3. Discussed multiculturalism (5)	79%	15
4. Outreach course (7)	74%	14
5. Institutional affirmative action (8); part-time program (20); publicized in community (12)	68%	13
6. Alumni recruiters (16)	63%	12
7. Minority faculty recruiters (15)	53%	10
8. Budgeted funds (6); open-house (10); minority student recruiters (17)	47%	9
9. Private funds (2); information science program (22); support services (24)	42%	8
10. Photographs (11); minority colleges (19)	37%	7
11. Mentorship (14)	32%	6

Table 3 (cont.)

12. Affirmative action (9)	26%	5
13. Numerical goals (4)	21%	4
14. Brochures (18); minority campus staff (21); chartered minority chapters (25)	11%	2
15. Publicized with sororities (13)	5%	1

The most often reported recruitment method was seeking government funds for scholarships. However, almost all schools seek these funds to provide scholarships and fellowships to students. A majority (84%) of the schools have developed a minority recruitment plan. The same number of schools also use factors other than GRE scores and grade point averages to determine the eligibility of minority students. This question was included because minority students, except Asian Americans, tend to perform more poorly than their white counterparts on standardized tests (The Nation: Students, 1992, p. 9). Therefore, written statements, interviews, or other methods may be used in considerations of minority students for acceptance into library schools.

Schools were asked to indicate the number of minority-specific financial awards given in the last academic year. The range of answers was consistent with the range of

choices, from zero to six or more scholarships to minority students. The eighteen schools granted forty-seven (47) scholarships, at an average of 2.6 each. None of the schools amended the high end of the scale to show the actual number above six.

Schools had an average of five (5) African American students, three (3) Latinos, three (3) Asian American students, and less than one Native American student (.89). There were nine African American faculty members reported, four and a half Latino (one professor is half-Latino, half-something else), eight Asian American professors, and three Native American faculty members.

CONCLUSION

The purposes of this study were to find out 1) which factors were influential in minority students' choice to attend a particular school of information and library science, 2) the types of recruitment strategies used by schools to recruit minority students, and 3) whether the reasons chosen by minority students differ from those chosen by library school student bodies as a whole. Also of interest was the relationship between the most popular reasons students chose a school and the school's control over the recruitment factors.

The top ten most frequently chosen factors are listed in Table 1 (on page 33). More than one-third (36%) of the factors are controllable by the school. These include the presence of an information science program, the length of a program, the presence of a part-time program, and tuition assistance. An equal number (36%) are not controllable by the school. Geographic location, nearness to home, suggestion of a friend, and the student choosing only one school are outside the realm of the school's control. The top two choices, career opportunities and the reputation of the school, as well as the tenth choice, faculty reputation,

complete the rankings for reasons a particular school was chosen. These three are indirect strategies that may or may not be within the control of the school. As stated earlier, career opportunities can be interpreted in different ways. The reputation of the school may be determined by faculty publications and professional involvement or academic budgetary constraints; the first is controllable by the school in terms of requiring research and active participation in organizations as a condition of hiring, while the other is outside of the school's jurisdiction.

A relatively even mix of factors within, outside, and perhaps within the control of schools would indicate that minority students are looking at and attracted to a variety of components of a program. There were no students who answered yes to only one factor, a fact which bolsters the previous statement. However, the prevalence of minority students choosing programs because of factors outside the control of the school or indirectly controlled by the schools means recruitment efforts are not having a marked effect; the image of the school stands out more than its recruitment efforts. If a majority of schools of information and library science were engaged in active minority recruitment, one would expect reasons for choosing the schools to revolve around those which are controllable by the schools.

Of note is the fact that a greater number of students chose a school because of the presence of minority students in general rather than the presence of students of their own ethnicity. Although the gap was small (29 students to 24), schools may wish to recognize that minority students can recruit other minority students, regardless of whether their ethnic background is shared.

The top five most important factors for choosing a school begins with school reputation, chosen by twenty-one percent (21%) of minority students (See Table 2, p 35). Geographic location was second, as the most important reason for seventeen percent (17%) of students. The award of scholarships was the most important reason for twelve students (13%). Tied for the fifth were tuition assistance, current employment as library staff, and the availability of a part-time program. These reasons were chosen by seven students (7%) as the most important reasons for choosing a particular school.

Of interest is the perceived commitment of the school to minority concerns (one student underlined "perceived"). Although almost one-fourth of the respondents (39%) felt the commitment was influential in their choice, only five (5) students listed this reason as most important. Students are favorably affected by the perception that minority concerns will receive support, at least on the group level.

Schools must decide whether the perception of commitment is an important part of their recruitment plan. It is obvious that commitment is considered by minority students, but not crucial, since more than sixty percent (60%) of the students attended schools without regard to the school's commitment and less than six percent (6%) said this was the most important reason for making a choice. Students who did not choose minority commitment as important may have had to choose the school while ignoring any cultural or social needs because of other factors that overwhelmed those needs. Minority students, as stated earlier, usually have to overcome a number of barriers to higher education, and one of those barriers can be attending programs that are not attuned to their needs and concerns. In fact, schools need to take the perceived commitment effort a step further to convince students that commitment is genuine (Auld, 1990, p. 58). One respondent underlined the word "perceived" as if to imply the commitment was superficial. Minority students can be sensitive to detecting the sincerity of claims of concern.

It is to be expected that some schools offer options others do not or cannot. It is impossible to compare schools using such a broad survey as programs differ. The responses of students are undoubtedly influenced by the level of exposure they have had to reasons, such as part-time programs or length of program (whether it is one or two

years). Yet schools can use these results to evaluate how successful their efforts have been. For example, if a major thrust of a recruitment plan is to visit colleges, yet very few students felt that was influential in their choice, an assessment must be made as to why the students were not affected by the strategy. Is the strategy working for other schools? Have students come from the schools targeted? Was there a way to make the visit more attractive to students? Are students being introduced to librarianship too late to make it a viable choice? All of these questions and more must be asked with each option, as all have been recommended, practiced, and/or said to be successful. As was stated earlier in the literature review, few articles have been published about measurably successful programs. Until more is written, and strategies are fine-tuned and proven effective or ineffective, none should be abandoned.

These results can also be used to determine what can be done. The combination of thirty reasons students choose schools and twenty-five recruitment strategies can potentially lead to an expanded or intensified minority recruitment effort. One dean/director questioned whether the presence of an information science program made a difference to minority students; despite this skepticism, the presence of an information science program was the was the fifth most popular reason for choosing a school. Sixty-five percent (65%) of respondents state that the presence of

an information science program influenced school choice.

Of the twenty-five strategies the schools were given to choose from, seeking government funding was the most popular tactic (see Table 3, p. 37). Competition for scholarship funding would be a likely reason. At the opposite end of the scale are successful strategies included in the specific programs described in the literature review. Two schools (11%) developed brochures to highlight opportunities for minorities in librarianship, a strategy used by the MILIS program at the State University of New York at Stonybrook and at Albany (Kendrick et al., 1990) and the College of Library and Information Services at the University of Maryland (Cunningham, 1989). More surprising than the limited use of brochures is the few schools that incorporate a mentorship component into their recruitment plans. Sixteen of the nineteen schools have a recruitment plan, but only six include a mentorship component, which is a major part of the recruitment program profiles in the literature review.

The results of this study show the reasons minority students choose particular schools of information and library science differed from Dewey's (1985) study of Indiana University School of Library and Information Science (SLIS) students as a whole, in intensity (measured by percentage) and importance (measured by ranking). The reputation of the school and its geographic location were

top-ranked reasons for SLIS students. The reputation of the SLIS program was cited by fifty-five percent (55%) of students; in this study a much greater percentage chose reputation, eighty percent (80%). Clearly the reputation of a school is very important to minority students.

The opportunity to pay in-state tuition was chosen by thirty-seven percent (37%) of SLIS students; fifty-two (52%) of minority students chose tuition assistance. In-state tuition was the second reason chosen by SLIS students, and the ninth chosen by minority students. The fourth reason chosen by SLIS students was an offer of financial aid, which was why twenty-two percent (22%) chose Indiana University. The award of scholarships was not a top ten ranking reason for minority students choice, though it was the third most important reason students chose a particular school. This finding agrees with E.J. Josey, who was quoted as saying "internships and fellowships were not the way to recruit a diverse staff" (Wright, 1992, p. 170).

Financial assistance is important to minority students, but not the overwhelming reason students choose a school. This is in part due to the availability of awards. There were four schools that reported awarding six (6) or more minority-designated scholarships. The total for nineteen schools was 48 minority-designated scholarships, or approximately two and one-half (2 1/2) per school. There was an average of twelve minority students per program, at

least ten of whom would not be granted a minority-designated scholarship, although they may have received others.

Sixty-eight percent of the respondents at Indiana University School of Library and Information Science (SLIS) found out about their program from an SLIS-related contact rather than a catalog or other non-personal contact, while 57% of the respondents of this study were influenced by a personal contact.

Over half (51%) of the minority student respondents felt the reputation of the faculty was important in their choice, while less than nine percent (8.5%) of the SLIS students felt this was important.

A majority of the Indiana University SLIS students (74%) applied only to that library school program. In this study fifty-six percent (56%) of the minority students applied only to the school in which they enrolled. Minority students are not "placing all their eggs in one basket" as much as students in general, indicating they are comparing programs. If minority students are using factors such as those in this study to make their decisions, schools wishing to attract minority students might want to tailor their recruitment plans to those factors cited as important to be competitive.

Suggestions for Further Research

This study can be expanded upon in a number of ways. Given more time, more responses would be completed. Research comparing the availability of certain options, with regard to the amount of control the school has in their implementation, would provide a more balanced selection of strategies and reasons for choosing a program. This research could be done with a determinination of the structure and intensity of recruitment plans. Such a determination was not possible in this study because deans and directors did not include specific recruitment plan documentation and there were non-respondents.

One respondent felt it would be helpful if a study were done assessing the psychological and social impact of being a minority student in a predominantly white program. A study was done by Helen E. Williams in 1987, entitled, "Black Students in Predominantly White Library Schools." Williams asked whether black students believed themselves to have been treated differently in grading, in classroom, administration, and faculty interaction, and by fellow students. The results were mixed, but on the whole, black students felt they were not treated much differently than their white peers.

A final study might be a follow-up of the more publicized programs to actually determine their success. Programs directed at recruiting high school and

undergraduate students would be of particular interest because students still may not have decided that librarianship is their definite career of choice.

Concluding Statements

The results are meant to encourage schools of information and library science to investigate the methods used by successful programs and to evaluate the strengths and weaknesses of their own minority recruitment plans. Although limited by the number of minorities with doctorates in library science to recruit as faculty, there are relatively few limitations to enlightening minority students on the university campus and in the community about the benefits of choosing librarianship as a career. Improving the awareness of the profession is a first step to attracting a diverse group to become librarians and information professionals. The surveys suggest a number of ways to accomplish this goal.

It is too soon to give up. Strategies must be tested by use in a consistent and enthusiastic manner. Their success must be measured systematically over a sufficient period of time. Schools of information and library science wishing to attract minority students can contact schools with recruitment programs outlined in the literature review, and use the results of these two surveys to tailor their recruitment plans and policies to meet the stated needs and concerns of those students.

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